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ABSTRACT

This program operates on the assumption that exposure of 3- and 4-year-old children to a structured basic skills oriented program with continuity will substantially increase the contributions of school-related factors to educational achievement and adjustments, and to a large extent erase the gap between less advantaged children and their more advantaged counterparts. Program objectives, administration, facilities, instruction, supportive services, and parental involvement are described. The preschool, kindergarten, and primary programs, along with curriculum materials used are described. Data from a comprehensive longitudinal evaluation design indicates that growth in readiness and achievement tends to be uniform across classrooms, grades, and centers. The data are considered to show that this program operates in a manner that uniformly raises the readiness and achievement levels of all children. Several components of program success--among them early intervention and the need for consistency--are identified. A brief discussion on ripple effect resulting from the program's impact on the community, and a followup of program graduates, is included. (Author/AM)

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INTRODUCTORY NOTE

Efforts to develop good, solid, effective compensatory programs have occupied the energies of many able educators over the past decade. These efforts are now bearing fruit. A growing number of school systems are reporting successes. The 1974 NLITE compilations list 230 school districts reporting completely normal progress for 298,000 needy minority children, for example: Chicago has been a bellwether system in this work and Child Parent Centers are model programs which stress the critical components for a good compensatory system. Siegfried Mueller is Director of Research for Government Funded Programs for Chicago Schools. A. Jackson Stenner is Vice-President of the IBEX Corporation and Roosevelt Washington is Assistant Professor of Education at Marquette University. The research interests of all center around evaluation, educational audits and assessment of program impact.

The Chicago Child Parent Centers; A Systematic Program of Effective Compensatory Education

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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The Child Parent Center Program concept is a compensatory educational effort. It operates on the assumption that exposure of three and four year old children to a structured basic skills oriented program with continuity will substantially increase the contributions of school-related factors to educational achievement and adjustments, and to a large extent erase the gap between less advantaged children and their more advantaged counterparts.

We have been particularly gratified by the effectiveness of this program over the past six years. The following attest to its importance to Chicago's efforts to offer quality education to all children:

The graduates of the pre-school program enter first grade with the readiness test scores above the national level.

The children in grades 1-3 exceed national norms in reading mathematics tests.

The graduates of the program (4th graders) maintain their learning pace.

There is a ripple effect of the program.

The younger siblings of the families involved now come to school with above average scores on readiness tests.

Parents give overwhelming support to the program.

CHILD PARENT EDUCATION CENTER PROGRAM

The Child Parent Education Center Program concept represents a strategy, a process, for educating children of low-income families who have been often referred to as being disadvantaged and educationally underprivileged. The program combines a complex of innovative strategies with a belief that these inequities can be overcome and eventually corrected.

The Centers are funded by the Title II ESEA program and reach 2100 children and their families. They stress the following elements:

1. Clear *academic* objectives.
2. Excellent staff development.
3. Heavy parental involvement.
4. Program continuity, i.e., continuous enrollment at a center and in a particular instructional program for six years.
5. Structured language/basic skills instructions.
6. Individualized instruction.

The personnel in the Child Parent Education Centers attempt to accomplish the program's purposes through the utilization of multiple techniques and approaches that include:

Direct parent involvement in the center program and in activities that are designed to meet parent needs.

Elimination of factors, such as social and health problems, that interfere with successful learning experiences.

Use of learning materials which incorporate a specific learning approach.

Structuring readiness and reading programs so that frequent feedback is available and possible.

Directed experiences that contribute to skill development.

The involvement of parents in the program is a crucial, integral, component of the Child Parent Education Center concept, and at the time of registration the parents of enrollees (students) pledge to actively participate in the program.

The Chicago Public School System has eleven Child Parent Education Centers. Each CPC is under the professional leadership of a principal. In some cases, the principal, also, is responsible for the elementary school that shares the same grounds as the center. In such cases, where the principal is responsible for the operation of two programs, a head teacher is employed at the Child Parent Education Center to assume some of the supervisory responsibilities. In addition to a principal and/or a head teacher, each center has a school community representative who is recruited from the local center attendance area and a practical nurse.

The eleven centers, however, share four adjustment teachers, four speech therapists, four social workers, and one psychologist.

PROGRAM ADMINISTRATION

Each Child Parent Education Center has considerable autonomy. As a result, each center, though highly similar to others and having similar goals, has many unique characteristics. However, even with this high degree of autonomy, the centers have remarkably similar basic instructional programs and supportive services components which is due, in part, more to the close cooperation between and among center administrators than to strong centralized control. Due to the individual center autonomy, the local communities seem to view the Child Parent Education Center Program less as a governmental packaged entity on loan and run by the power structure, than as a program that belongs to them; one in which they are genuinely involved in both its success and its failure.

PROGRAM FACILITIES

The physical arrangements of the Child Parent Centers take three basic forms. Seven Centers operate with mobile classroom clusters; three centers operate with prefabricated modular units called demountables. One center was erected by the Public Building Commission and is located in a permanent structure called a schome (school-home) which has movable interior walls. All centers have an area reserved for parents, as well as one for administrative purposes.

PROGRAM INSTRUCTION

The principal of each Child Parent Center has authority over the day to day operation of the Center, and the Center's programs reflect this autonomy. Goals, objectives and instructional materials and strategies are determined by the principal and staff working cooperatively with the parent's advisory council.

The instructional program at the Child Parent Centers varies from center to center, from grade level to grade level, and sometimes from classroom to classroom within each center. However, there are a number of basic strategies and techniques which are found in all centers and at all grade levels. These include the attention to the individual child and his needs, the reinforcement of successful performance, and an emphasis on language development.

Because classes are small, the teacher and aide can effectively coordinate individual instruction with small group and large group instruction. Often a classroom teacher will instruct one group of three and four children in a lesson while the aide under the supervision of the teacher drills another group on a particular exercise. Still another group will be doing "seat work." Materials selected and methods utilized by the teacher are geared to individual children's needs and abilities.

The acceptance of the individual child and his needs carries over to a technique widely used by the Child Parent Center faculty: offering immediate approval when a child performs successfully. Every correct response is rewarded by a "very good" by the teacher and sometimes by brief applause by the other pupils. Material rewards are used in some cases. *The emphasis is on success and on development of the child's positive self image. The children's art work and stories covering the walls, the attention of the teacher and supportive staff, and the respect shown the child's family all communicate to the child that, "I am somebody, and I can learn."*

The content area which is given the most attention is language development. The development of skill with words and the understanding of verbalized and written ideas is inherent in all activities in the Child Parent Centers. Attractive and lively high interest materials are a motivating factor in learning language skills. Children are encouraged to follow the teacher's example of labeling all objects in their environment, of using complete sentences and clear speech, and of discussing their feelings freely. The teaching of these skills is not restricted to the daily language instruction period. The development of language skills is reinforced in every activity and lesson: songs and games, mathematics, social studies, science and field trips.

While the importance of developing language skills at an early age is emphasized by the Centers, readiness factors in the child are the prime consideration in the designing of the instructional program.

Readiness for learning activities is dependent upon the individual child's maturation level; however, maturation can be enhanced through appropriate activities. Important considerations in readiness development are: physiological maturation, emotional maturation, language development, home and social environment, socioeconomic status, personality characteristics, physical and mental health.

Most centers use one or two programs to provide the basic instructional continuity, then supplement and rein-

force the basic programs with supplementary materials. The programs most used are the Distar programs in reading, language and mathematics, and the Peabody Language Development Kit.

Activities and materials are also provided, particularly during the first three years of the center's program, that allow the student opportunities for independent and exploratory learning. The "curriculum" materials for the independent activities are the equipment and activities themselves. This enables each student to select activities that suit his interest and allow him to explore, create, and manipulate. During independent activities, the classroom teacher gives each student individual attention, observes progress, assists in making choices, and helps him draw conclusions from these experiences. The student becomes accustomed to learning independently and creatively by choosing, observing, questioning and manipulating.

Goals and objectives for the instructional program at each grade level are developed at the individual centers. The following list of objectives by grade level is not all inclusive of every objective which is representative for a particular grade level. Because the objectives are tailored to the community and the needs and abilities of the pupils served, some centers have the same objective for different grade levels. Also listed below, by grade level, are the curriculum materials used in the eleven Child Parent Centers.

THE PRESCHOOL PROGRAM

A. The Program for Three Year Olds

Language Arts objectives include: building an oral, vocabulary, learning numerous poems and rhymes, dramatizing stories, learning finger plays, beginning to recognize the alphabet, knowing primary colors, developing eye-hand coordination, and understanding concepts such as "behind", "in front of", and "empty."

Some personal development objectives include: learning to share, following simple directions, learning responsibility for keeping classroom and possessions in order, working independently for short periods of time, participating in class activities. In all classrooms, a definite routine is established at the outset and the three year olds have definite responsibility which includes cleaning up, hanging up coats, and preparing the snacks.

Mathematics objectives include: counting objects from 1 to 5, counting to 10, becoming acquainted with the concepts of today, yesterday, and tomorrow, and recognizing shapes (circle, square, triangle, rectangle). In many instances, the activities in a single lesson will be directed to more than one objective.

THREE YEAR OLD CURRICULUM MATERIALS

- Distar Readiness Programs Reading, Mathematics and Language
- Peabody Language Development
- Educational Teaching Aids
- MacMillan Mathematics
- Gookin Materials: Language Lotto, Matrix Board
- MacMillan Early Childhood Education Program
- SCIS Life Cycle Science Kit
- Language Simulation
- Kinesthetic Numbers
- Picture Lotto Games
- See and Say Puzzle Cards
- Curriculum Guides
- Bowmar Phonoview Program
- Puzzles
- Large Toys
- Manipulatives
- Weston-Woods Filmstrips and Records

THE PROGRAM FOR FOUR YEAR OLDS

The four year olds' program builds on the progress and foundation of the previous year. Language arts objectives include: increasing the number of colors recognized, strengthening the vocabulary, learning to write the first name, identifying left and right hand, associating objects that belong together, expressing ideas in simple sentences, learning to speak clearly, developing visual memory, identifying simple rhymes and understanding the concepts "over", "up", and "next to."

Mathematics objectives include: counting from 1 to 20 by rote, counting from 1 to 20 using concrete objects, writing numbers from 1 to 10, and understanding the concepts of ordinal numbers (first through tenth), comparison (small, smaller, smallest), and simple measurements.

Many four year olds in the Child Parent Centers are beginning to read. Like their younger schoolmates, they can follow directions and know well the routine of their classrooms. They are expected to work quietly without direct supervision while other children are grouped with the teacher and the aide.

FOUR YEAR OLD CURRICULUM MATERIALS

- Distar Reading, Mathematics and Language Programs
- Peabody Language Development Kit
- Godkin Materials: Language Lotto and Matrix Board
- Weekly Reader
- See and Say Puzzle Cards, Configuration Cards
- Before We Read – Scott Foresman
- Greater Cleveland Mathematics
- Frostig Reading Materials
- Sense and Tell Science
- Manipulatives
- Weston-Woods Filmstrips and Records
- Bowman Phonoview Program
- MacMillan Mathematics
- My Sound and Word Book
- Criterion Reading Program
- SCIS Life Cycle Science Kit
- MacMillan Early Childhood Education Program
- Try (Readiness Materials)
- Advantage (Readiness Materials)
- Puzzles
- Large Toys
- Language Simulation
- Curriculum Guides

KINDERGARTEN PROGRAM

The kindergarten year provides a transition from the preschool program to the expanded curriculum of the primary grades. The work habits the children have learned in the preceding years enable them to work more independently. Grouping is flexible. In some classes the work is totally individualized. In anticipation of the increased class size for the first grades, many teachers (especially in those centers which do not have a first grade program) begin to work with larger groups during the last few months of the kindergarten program.

There is considerable variation in achievement level among the children. Some children concentrate on readiness skills. Those children who demonstrate reading readi-

ness begin pre-primers. Many CPC kindergarten children read on a first grade level and write sentences. While the routine is similar to that of the three and four year olds, the children do work on their own more frequently and there is more written work.

Some language arts objectives found in the kindergarten program are: identifying initial consonant sounds, reading colors and matching with pictures, recalling details (visual memory), repeating sentences and a tapping sequence (auditory memory), reciting simple stories, beginning perceptions of absurdities and humor, *reading simple printed directions,* discriminating internal differences in similar words (man, men), and recognizing all letters in the alphabet.

Mathematics objectives for kindergarteners include: counting from 1 to 150, counting to 30 with concrete objects, writing numbers from 1 to 20, learning addition facts through 10 and subtraction facts through 6, telling time, recognizing and using the measurements inch, foot and yard, reading and writing the words for the numbers 1 through 5, and continuing the development of money concepts including making change from nickels, dimes and quarters.

KINDERGARTEN CURRICULUM MATERIALS

Distar Reading, Mathematics and Language Programs
Sullivan Linguistic Programmed Readers
Peabody Language Development Kit
Godkin Language Lotto
Greater Cleveland Mathematics Program
Talking Alphabet
Concepts in Science

Xerox Science Laboratory
Advantages Workbook
Modern School Mathematics: Structure and Use
Bowman Phonoview
Let's Begin Mathematics
Exploring Elementary Mathematics

Language Master

My Sound and Word Book

MacMillan Mathematics

Classroom Laboratories
Bowmar Reading and Mathematics Series
New Directions in English
Language Concepts Through Drawing

Introducing the Alphabet
Inquisitive Games

Let's See the Animals
Follett Word Cards
The First Step

Curriculum Guides

PRIMARY PROGRAM

The instructional program at the first, second, and third grade level builds upon the foundation of the preschool program. At the primary level, the Child Parent Center class size is increased to approximately 22 students who attend class for a full day. Small group and independent learning activities continue to be a part of the daily schedule. The curriculum is expanded to emphasize science, English, health, writing and social studies along with reading and mathematics. Small group and independent learning activities are an important part of the daily schedule. In many classrooms, children are grouped for different subjects. For example, a teacher may have five reading groups and four math groups.

In some centers, grades one and two, or grades two and three are combined in one classroom. Since most students have attended center programs since age three or four, teachers are able to design learning activities for each student based upon cumulative information on development in both the cognitive and affective domains. Because of their experience in the program, the majority of CPC children have established independent work habits and are able to work alone without direct supervision.

The Child Parent Center primary program follows the curriculum requirements of the Chicago Board of Education. However, the smaller class size, individualized programming, auxiliary services and the extent of parent involvement are characteristics of this program not regularly found in primary classes of the Chicago Public Schools.

Most centers which use Distar materials continue using them as the curriculum base at the primary level. The primary grades introduce additional supplemental and enrichment materials to meet individual needs and differences of the students. Following is a list of materials by grade level used by the various centers for primary grade instruction.

FIRST GRADE CURRICULUM MATERIALS

Distar Reading, Mathematics and Language Programs
Scott Foresman Basal Readers

Frostig Visual Perception Program
Bank Street Readers

Talking Alphabet
Today's Basic Science
Greater Cleveland Mathematics Program
Systems 80 Reading

Systems 80 Mathematics
Scott Foresman Science
Social Studies Visuals
Ginn Reading Program
MacMillan Mathematics
Webster Spelling
Concepts in Science
Modern School Mathematics: Structure and Use
Readiness for Learning
Elementary School Mathematics
Suggested Activities for Non English Speaking Children
Structural Reading Program

Bowmar Books

Peabody and Duseaux Guidance Program
Bank Street Readers

Our Homes, Our School, Our Neighborhood

Chandler Reading Program
Handwriting with Write and See
Teaching English as a Second Language

Sets and Numbers
Math Lab Text
World of Language
Counting Frames
Kittles Penmanship
Spelling and Writing Patterns
Uni-Ket

Ginn Basic Card Set
Seven is Magic

Xerox Science Laboratory

Curriculum Guides

SECOND GRADE CURRICULUM MATERIALS

Distar Reading, Mathematics, and Language Programs
Health and Growth
Exploring Mathematics
MacMillan Social Studies
Science for Tomorrow
Peabody and Duseaux Guidance Program
Bank Street Readers
Chandler Reading Program
Systems 80 Reading

Systems 80 Mathematics

Greater Cleveland Mathematics
Reading Concepts
Robert's English Program
All Sorts of Things
Seven is Magic

Science: A Process Approach
MacMillan Mathematics
Webster Spelling

Elementary English
The World of Language
We are Black
Living in Chicago

MacMillan Science
Barnell Loft Skills Series
SRA Reading Laboratory 1a
Exploring Elementary Mathematics
Sets and Numbers
With Skies and Wings

Down Singing Rivers

Language Problems and Usage
Social Studies Uni-Kit
New Book of Knowledge
Webster's New World Dictionary
In Other Words
Basic Goals in Spelling
Study Scope Mathematics Kit
Criterion Reading

Concepts in Science
Patterns in Spelling and Writing
Curriculum Guides

THIRD GRADE CURRICULUM MATERIALS

Distar Reading, Mathematics, and Language Programs
Exploring Mathematics
Criterion Reading Program
MacMillan Social Studies

Health and Growth
Science for Tomorrow
Peabody and Duseaux Guidance Program
Seven is Magic
With Skies and Wings
Webster Spelling
Bank Street Readers
Chandler Reading
Concepts for Science
Spelling and Learning Games
MacMillan Mathematics
All Sorts of Things
Roberts English Series
Looking Here and There

Reading Concepts
MacMillan Science
Elementary English
Science: A Process Approach
The World of Language
We Are Black

New Book of Knowledge
Patterns in Spelling and Writing
Here in Chicago
Our Growing City

Social Studies Visuals

Systems 80 Reading
System 80 Mathematics
Greater Cleveland Mathematics Program

Living in Chicago
Basic Goals in Spelling

Botel Spelling
Sets and Numbers
Phonics We Use
Ginn Ditto Masters
Language Master
Barnell Loft Skills Series
SRA Reading Laboratory 1a
Ginn Basic Card Set
Xerox Science Laboratory
Structural Reading Program
Exploring Elementary Mathematics

Sets and Numbers
Social Studies Uni-Kit
Down Singing Rivers
Language Problems and Usage
Websters New World Dictionary
Study Scope Mathematics Kit
Science – Finding Out

Our Friends in Africa
Curriculum Guides

In addition to selections of the above curriculum materials, each classroom has an extensive library and resource area appropriate to the age group. Materials are also available for home usage.

SUPPORTIVE SERVICES

The services of the Child Parent Centers go beyond the academic to focus on the whole child. The health and nutrition services are integral parts of the Child Parent Center Program. Through the nutrition component the children at each center receive a snack at mid-morning or mid-afternoon and a well-balanced lunch daily.

The teacher-nurse helps in the detection of student health problems and provides referral and follow up services. In this way, any physical deterrents to learning, such as visual or hearing impairments, can be identified and corrected. Each child must have a physical examination before entering the program. The health aide or LPN at each center maintains these medical records, and is available in case of an emergency. Children with speech difficulties are referred by the classroom teacher or the nurse to the speech therapist for treatment.

When families have difficulties that require outside assistance, the social worker and/or the school community representative will counsel them or refer them to appropriate agencies. They assist parents in unwinding instructional "red tape," and are often called upon in a crisis situation, such as a fire in the home, injuries or financial difficulties. These staff also encourage parent participation in meetings and discussion groups, and make home visits.

The role of the adjustment teacher is to provide counseling for individual children and groups of children and to administer tests. Additional services are also provided by the psychologist.

The instructional program at all centers is supplemented by field trips to a myriad of sites in the Chicago Metropolitan area.

Inservice training time for CPEL staff during the academic year is the same as that allocated in the regular school program: forty minutes at the beginning of the school day every other week, and five afternoons per year. The summer CPEC program allocates one week of inservice time for the staff; however some centers use this week to continue the instructional program for the students rather than for staff training.

PARENTAL INVOLVEMENT

The involvement of parents in their children's education is a major factor contributing to the success of the Child Parent Centers. At the time of registration, parents of enrollees agree to spend a minimum of one day per month at the center. At each center a classroom staffed by a home economics teacher is designated for parent activities. The parents' room at each center contains a stove, sewing machine, washer, dryer, and playpens and toys for the younger children who often accompany their parents.

Like the instructional program, the program for parents varies from center to center depending upon the needs and preferences of the participants. Many parents' activities reinforce the health and nutrition components of the children's program. Other activities have included discussions on dealing with children's feelings, field trips for parents, and guest speakers on subjects of current interest.

The activities in the parents' room are often supportive to the classroom teachers. The parents may make curtains and decorations for the classrooms, *learn how to help their children with their homework*, or plan a rummage sale to raise money for school equipment. There is frequent communication between parents and teachers. Parents are always welcome in their children's classrooms and *teachers often request that they work at home with their children* on a particular skill or activity. For the children seeing their parents' interest in their education reinforces the concept that their learning activities at the Child Parent Center are worthwhile and important.

Parents of students at the Child Parent Centers are also involved in another capacity: policy making. Each center has a Parents' Advisory Council (PAC) which assists in determining the programs for the centers. The role of the PAC varies from center to center. PAC functions include monitoring the instructional program on a regular basis, enforcing attendance regulations and special fund raising.

OUTCOMES OF THE PROGRAM

The CPC program has been evaluated yearly since its inception, however, in 1972-73 a comprehensive longitudinal evaluation design was developed and implemented. This section outlines the evaluation design and the evaluation results generated during the longitudinal evaluation effort.

The Data Sources Used in This Evaluation Are:

1. METROPOLITAN READINESS TEST – reports on the extent to which students are ready to begin first grade. Levels are given ranging from A, being definitely ready for first grade, to E, being definitely not ready for first grade.
2. METROPOLITAN (72) ACHIEVEMENT TESTS – has subtests for Word Knowledge, Word Discrimination, Reading, and Arithmetic. Scores can be reported in stanines, percentiles, and grade equivalents.
3. PRINCIPAL INTERVIEW FORM – is used to ascertain the extent to which the individual center's program is operating according to specifications.
4. STUDENT FILE FORMAT FORM – is used to collect data on individual students.
5. STAFF FILE FORMAT FORM – is used to collect relevant data on staff characteristics.
6. CENTER FILE FORMAT FORM – is used to collect relevant data about each center.
7. TEACHER BELIEFS SURVEY – is used to ascertain teacher attitudes toward the teaching-learning process.
8. INSERVICE ATTITUDE INVENTORY – is used to solicit staff opinions on staff development.
9. CLASSROOM OBSERVATION SCALE – is used to help principals work with staff to improve instruction.
10. PARENT SURVEY – is used to obtain parental feedback.

COGNITIVE OUTCOMES

The analysis of student outcomes by its very nature lends itself to comparisons i.e., student achievement across centers and across grades. The most important caution that must be emphasized is, therefore, in the broad area of data interpretation. The tables that follow present a variety of information on student related characteristics.

READINESS TEST SCORES

Eight of the Eleven Child Parent Centers enrolled students in Kindergarten for the 71-72 school year. The Metropolitan Readiness Test was utilized to determine to what extent the students were judged ready for first grade after completing in most cases two years of preschool and one year of Kindergarten. The Metropolitan Readiness Test yields a raw score which can be translated into the following five categories:

A = Superior
B = High Normal
C = Ready
D = Probably Not Ready
E = Definitely Not Ready

The distribution of CPC students across these five categories is presented in Table 1.

Table 1 Number of Kindergarten students in each category on the Metropolitan Readiness Test (Spring 1972)

No.	A	B	C	D	E	Totals
1	18	8	2	0	0	28
2	0	2	12	9	0	23
3	1	29	34	23	2	89
4	3	19	13	12	1	48
5	4	10	17	2	0	33
6	0	7	12	4	0	23
7	5	13	9	3	0	30
8	10	21	15	4	0	50
Total	41	109	114	57	3	324
CPC Percentage	13%	34%	35%	17%	1%	100%
National Percentage	7%	24%	38%	24%	7%	100%

As Table 1 indicates, eighty-two percent (82%) of the Child Parent Center Kindergarten population is "Ready" for first grade and forty-seven (47%) of the group are in the High Normal or Superior groups. Of the sixty (60) students not ready for first grade sixty-three percent (63%) are concentrated in two centers.

Overall, the readiness scores for the CPC population are considerably above the national average. The typical (median) CPC Kindergarten student is functioning at about the 60th percentile nationally. The developers of the Metropolitan Readiness test prepared a Table for predicting first grade achievement based on readiness test scores. The grade equivalents appearing in Table 2 are the expected scores for a student at the end of first grade.

Table 2 Expected End of First Grade Reading Scores for Students Falling in Each Readiness Category on The Metropolitan Readiness Test.

Readiness Category	A	B	C	D	E
Expected G. E. at the end of first grade (Stanford Reading Test)	2.5	2.1	1.7	1.5	1.3

If these estimates are applied to the CPC Kindergarten group we could predict that the median score for these students at the end of First grade would be 1.9, which would be one month above the national norm. *This is exactly the point at which the 1971-72 CPC First graders are functioning i.e., one month above the national norm. This point further establishes the almost unerring consistency of CPC achievement scores from year to year.*

PRIMARY ACHIEVEMENT SCORES

The reading achievement test scores like the readiness scores are at or above national norms in almost every case. The reading achievement grade equivalents are presented in Table 3.

Table 3 Metropolitan Reading Achievement by grade and center

Center No.	Grade 1	Grade 2	Grade 3
1	1.9 (17)	---	---
2	2.1 (26)	3.3 (20)	4.0 (36)
3	1.6 (25)	2.2 (14)	2.9 (16)
4	2.3 (24)	2.7 (17)	3.8 (24)
5	2.2 (21)	3.1 (19)	3.9 (19)
6	1.8 (24)	---	---
Totals	2.0 (137)	2.9 (70)	3.7 (95)

The CPC program is characterized by a language and basic skills orientation. This emphasis on basic skills coupled with long term program continuity appears to be a major contributor to the program's success. Several characteristics of the reading achievement results follow:

The growth pattern is stable from Kindergarten through third grade.

The 71-72 achievement test data marks the third year in which almost identical results have been achieved.

The 71-72 third grade scores ha[illegible]an almost identical distribution to last year's third g[illegible]de scores.

With few exceptions the achievement test data is consistent across centers.

There is abounding support for the notion that the preschool years are the critical pivotal point in the child's growth. During these years, the child's language, motivation and emotional development progress at a speed unparalleled in the maturational process. For the disadvantaged child, there are distinct deficiencies which become more pronounced and pervasive as the child develops. As amazing as it may seem, age five may be too late for successful intervention. Table 4 highlights the importance of preschool involvement for the CPC population.

Table 4 Metropolitan Reading Achievement Scores by years in the CPC Program

Years in the CPC Program	Grade 1	Grade 2	Grade 3
2	1.9 (25)	2.5 (4)	3.2 (4)
3	1.9 (26)	2.6 (2)	3.1 (4)
4	2.1 (45)	3.0 (14)	3.6 (6)
5	---	2.9 (39)	3.8 (75)

Although the above sample sizes are highly disparate, a significant trend is evident. Those students that benefit from the preschool experience demonstrate higher reading scores than students who have not attended a CPC.

Table 5 Metropolitan Math Achievement Scores by Center and Grade (grade equivalents)

Center No.	Grade 1	Grade 2	Grade 3
1	2.8 (26)	3.4 (20)	4.3 (35)
2	1.5 (21)	2.3 (14)	3.4 (16)
5	2.5 (24)	2.6 (17)	3.9 (24)
6	1.8 (23)	---	---
7	1.9 (21)	2.8 (19)	4.3 (18)
8	1.7 (15)	---	---
Total	2.0 (130)	2.8 (70)	4.0 (93)
National Norm	1.8	2.8	3.8

The math achievement scores like the reading achievement scores are consistent from grade to grade and from year to year. As Table 5 above indicated, the average CPC student is functioning slightly above national norms. The first grade group is at the 58th percentile, the second grade group is at the 54th percentile, and the third grade group is at the 60th percentile nationally.

Growth in readiness and achievement tends to be uniform across classrooms, grades and centers; the data at this point suggest that the CPC program operates in a manner that uniformly raises the readiness and achievement levels of all children.

COMPONENTS OF SUCCESS

Seven components of success are usually identified with successful compensatory programs. They are:

1. Clear Academic objectives
2. Staff development
3. Small group or individualized instruction
4. Directly relevant instruction
5. High treatment intensity
6. Active parental involvement
7. Structured environment

None of the above components alone are either necessary or sufficient for success although they tend to be present in successful programs and absent in unsuccessful programs. The CPC program incorporates each of the above seven characteristics in its program approach and philosophy; however, several of the above components appear to be especially important. In addition, several characteristics not included in the above list appear to be primary determinants in the CPC program's success.

Four characteristics stand out as the most salient aspects of the CPC program. Two of these characteristics, Early Intervention and Parent Involvement, have been empirically validated as significant contributors; the other two, Program Continuity and Structured Basic Skills Orientation, have been identified through less rigorous procedures.

Early intervention is definitely related to success within the CPC program. Those students not receiving CPC preschool experiences achieve less than students receiving preschool. Likewise, number of years enrolled in the CPC program is highly related to third grade achievement scores. Intervention at age three is very close to a necessity, yet not sufficient condition for success in the CPC program.

The need for consistency in program is crucial. Many children are shuttled from one Head Start curriculum to a different kindergarten curriculum to still another and different first grade curriculum.

Parent involvement accounts for approximately 20% of the variance in pupil achievement and the only significant characteristics were sex, parent involvement, teacher experience and teacher attitudes. Sex approached significance at the kindergarten level, but was a minor contributor to the discriminant function for the primary grades. The criterion was reading achievement and the most successful one-third of the students in reading were contrasted with the least successful one third. The relationship between parent involvement and student achievement gain is

consistent with the findings of the 1969-70 Planned Variation Head Start Evaluation Study. The Head Start study showed a consistent significant relationship between the degree of parent involvement (contact with classroom) and subsequent student growth. However, this may reflect the quality of parent interest and parent child interaction as much as it reflects the direct effects of the parents' participation in the program.

Program continuity distinguishes the CPC program from the most common alternatives such as Head Start, Home Start and Follow Through. The CPC program offers the child a consistent approach, philosophy, faculty and staff for six years. This continuity is provided at a time in the student's maturational process when structure and consistent human relationships are important. The CPC curriculum provides a six year continuous progress program and the student is not shuttled between one preschool curriculum and another kindergarten curriculum and still another first grade program.

RIPPLE EFFECTS

When a program such as the CPC program is introduced into a community it has potential for affecting changes other than those made directly with the participating children. These "expected" positive outcomes include horizontal impact in which the benefits of the program are felt by non-participating families throughout the community and vertical impact in which younger siblings and parents within participating families may benefit from the program.

Horizontal diffusion is very difficult to assess and the only evidence available on this type of impact is the report that new enrollees' parents often learn about the CPC techniques and practices through interaction with CPC participating parents. Wide range impact of the CPC program on the immediate communities in which they are located has not been systematically assessed and only subjective data is available.

The most important vertical impact finding is that younger brothers and sisters of CPC students come more ready for school than their older siblings. Sixty-six pairs of students were studied to determine how younger siblings compare with their older brothers and sisters in reading achievement. The findings can be summarized as follows:

The younger sibling group is performing at the 65th percentile nationally and the older sibling group is achieving at the 48th percentile.

The younger siblings outperform their older siblings in 77% of the cases.

Younger siblings fare better if they are two or more years behind their older siblings than if they are only one year behind.

In general if a student has one or more siblings in the program his score will be from 5-10 percentile points higher than his peers not having brothers and sisters enrolled.

These findings suggest at least two major conclusions. (1) The CPC program has a positive impact on participating children's younger siblings although it is not clear what process creates this benefit and; (2) families with multiple enrollees fare better in both parent involvement and reading achievement than do families with only one child enrolled.

FOLLOW-UP OF CPC GRADUATES

A small group of five year graduates was traced to glean CPC follow-up data. Although these students did not receive a full six year CPC program, their reading scores provided an *important indication of the stability of the cognitive gains demonstrated by CPC graduates.* Table II presents the pretest and post-test data for this group of graduates. The students still gained a month in reading for a month of instruction although graduates of a truncated program.

Table II CPC (Five Year) Graduates Reading Scores

N	Mean Pretest Beginning Fourth Grade	Mean Post-test Ending Fourth Grade	National Norm	Gain
39	3.7	4.7	4.9	1.0

In concluding this paper we would like to report outstanding parent support found in a random sample of Title I parents who were surveyed in Chicago and asked if they were pleased with their child's progress. Some 94% indicated they were pleased with progress in the CPC programs. Six other Title 1 activities were also surveyed and the mean positive responses was 66%, the range being from 42% to 94%. As James F. Redmond, Chicago General Superintendent of Schools has stated:

> "We are aware of the scores of experimental programs developed locally and nationally, financed by local, state and federal sources; however, we know of no program which has consistently vindicated itself as the Child Parent Center program. I do not say that this program is THE ANSWER to urban education; but I do say that the Child Parent Centers have developed a dynamic formula that meets whatever evaluative measures one wants to apply."

Solid planning, systematic programming, continuity of experiences, parental involvement and structured learning experiences enable needy children to learn – in spite of poverty. Hopefully, the years ahead will see a more intensive focus of efforts in compensatory programs to take advantage of elements and components which longitudinal research has shown will make a difference.

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